

Hoylandswaine Primary School

Sex and Relationship Education (SRE) Policy

Hoylandswaine Primary School is committed to providing educational opportunities for pupils to increase their knowledge and understanding, explore attitudes and values and develop their skills, to enable them to make informed decisions which improve their health and wellbeing.

The policy was developed as a result of consultation with members of the whole school community.

Aims of SRE

- Sex and relationship education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, marriage for life, respect, love and care, for family life. Family is a broad concept; not just one model. Care will be taken to ensure there is non stigmatisation of pupils based on their family circumstances.
- We aim to meet our pupils' entitlement to SRE by providing them with factual information, together with consideration of the broader emotional, social, ethical, religious and moral dimensions of sexual health.
- As part of the wider school approach, within SRE, strategies will be incorporated to raise pupils' self esteem and confidence, develop positive values and a moral framework to guide their decisions and increase their understanding of their responsibilities and consequences of their actions.
- There will be an emphasis on developing pupils' skills such as risk assessment, critical thinking, assertiveness, decision making and accessing help and support.
- To aid transition to adulthood pupils' will be taught to respect and care for their bodies, understand the pressure that can be exerted by other people and the media, to avoid being coerced or exploited into unwanted actions.
- An intrinsic part of SRE is to promote understanding and respect for difference and diversity, prejudice such as sexism and homophobia will be challenged.

- It is recognised that parents are key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with pupils and parents, consulting them on the content of the policy and providing support material, to facilitate links between learning at home and school.

How will the aims be achieved?

SRE is a planned, comprehensive, developmental programme, delivered in each year group, as part of the Personal Wellbeing element of the Personal, Social, Health and Economic education (PSHEe) Programme. The PSHEe Programme has close links to Citizenship and Social Emotional Aspects of Learning (SEAL) programmes. Biological aspects of SRE are taught within the science curriculum.

The needs of pupils

At Hoylandswaine we endeavour to provide the best education we can for all pupils. Our SRE programme is planned to ensure that the needs of all pupils are met. Each lesson is tailored to the gender, age, social, faith and cultural needs, physical and emotional maturity levels of each class. It will meet a range of learning abilities, pupils with special educational needs will have additional support as needed.

Teaching and Learning styles.

Teaching styles take into account the differing needs of pupils. A range of interactive teaching strategies are used, such as debating, teacher input, drama techniques, whiteboard activity, small and whole class discussion, personal reflection role-play and games are also used. Visitors also provide part of our provision e.g. our school nurse and peer group mentoring in year six by Penistone Grammar School pupils. BBC education DVDs are used in Y5/6 only.

A safe learning environment is created to enhance learning and ensure pupils feel they can ask questions. Ground rules and distancing techniques will be used to create boundaries for pupils and teacher. This will clarify the teacher's position on confidentiality and prohibit discussion of personal information or personal questions. Pupils' questions will be dealt with sensitively and honestly, using a range of strategies. Where pupils ask a specific question, which would involve information inappropriate to the development of the rest of the pupils, this will be dealt with individually.

Resources will be selected to support achievement of the learning outcomes. They will be sensitive to age, gender and maturity of the group. The teachers are to use the scheme of work as a guide, although it does not need to be followed rigidly. A range of cultures, faiths and sexual orientation will be represented. Their use as learning stimuli will match the learning abilities of the pupils.

Organisation and Content

Hoylandswaine Primary School delivers its SRE programme through the PSHE curriculum timetable. SRE is usually taught by class teachers. Delivery is usually to mixed gender groups however there may be occasions when single gender groups are more appropriate or relevant.

Links are made between SRE and other elements of PSHE curriculum; biological elements of SRE are delivered through the science curriculum, relationship links to SEAL and transferable skills developed in both Citizenship and SRE.

We aim for continuity and progression between year groups and between the primary and secondary schools.

The SRE programme has been agreed with parents, governors and teaching staff and the following areas will be covered during each Key Stage: -

Foundation Stage

- Labelling body parts - to begin to identify and label parts of the body.

Key Stage One

- Labelling body parts - to begin to identify and label parts of the body using the correct terminology.

Key Stage Two

Year 3

- Feelings and empathy – to recognise our changing emotions with friends and family and be able to express our feelings positively.
- People who can help us – to identify adults we can trust and who we can ask for help.
- Naming body parts – to name external body parts, including the correct names for sexual parts.
- Keeping ourselves clean – to know the need to attend to personal hygiene
- Good touch, bad touch – to recognise the pressure of unwanted physical contact.
- The human life cycle – to understand that the human life cycle includes growth and reproduction.

Year 4

- Our relationships: My school family – to identify that we belong within a school family – friends, teachers, other adults.
- My home family – to identify that we belong within a family and that not all families are the same.
- Our extended family – to identify that we belong within a family and that not all families are the same.
- Our bodies, our changes – to understand how our bodies change as we go through puberty.
- How babies are made – to be able to describe how the egg and the sperm meet.

Year 5

- Friendships and feeling positive – to know that if we value ourselves, we feel better about ourselves and those around us.
- Changing family roles – to recognise how we feel when our family changes and how to manage our feelings.
- Standing up for our rights – to realise the importance of having our own beliefs.
- Male and female body changes – to examine concerns and misconceptions about puberty and the human lifecycle.
- Conception, Development and birth of a baby – to understand that after sexual intercourse, it takes 9 months for a baby to develop.

Year 6

- Stress; how to deal with it – to be aware that stress is a part of life, (puberty, SATS, transition) everyone ‘suffers’ from this but it can be managed.
- Changing emotions – to recognise that during puberty, our emotions and our feelings change towards ourselves, families and others change, as do our relationships with people.
- How am I changing? – identify the changes in males and females during puberty.
- From conception to birth – to understand how a baby is conceived / how it develops / how it is born.
- Conception, contraception and prevention of infection – to understand that sexual intercourse has to happen for conception to occur, but sexual intercourse does not always result in conception.
- Keeping safe – to recognise that certain situations may be risky / unsafe.

BBC Active Resources

The BBC Active Sex and Relationship resources have been purchased to support the teaching of SRE in Y5 and Y6. We believe all other parts of the

SRE curriculum are better taught through discussion, books or pictures. The BBC DVD will be used as follows:

1. Growing Up

Physical changes

a – slides not used

b – How does my body change at puberty? – Y5 shown to both but separately

c – What changes do boys and girls go through at puberty? – quiz – may be used

d – Men's and women's bodies – Y5 shown to both but separately

e – Am I the same as everyone else? – Y5 shown to both but separately

f – What is a period? – Y5 shown to both but separately (first part only to boys)

g – Talking about periods – Y5 only girls

h – What is a wet dream? – Y5 only boys

i – Talking about wet dreams – Y5 only boys

j – Keeping clean – Y5 only boys

Emotional changes

a – Feeling positive – show to all

The rest of this section will not be used

2. Cycle of life

Sexual Reproduction

a – Puberty and sex – Y6 – altogether

b – Puberty the inside story – Y5 - altogether

c – Quiz – not used

d – Sexual intercourse – Y6 altogether but only from marker two

e – How a baby grows – Y6 altogether

f – Quiz – not needed

Birth

Not needed

Sexuality

Not needed

Loss and change

Not needed

3. All other parts on Feelings, Family Life and Friendships are not needed as are better addressed through other methods

The parts of the SRE programme related to puberty and sex will be taught in the final half term of the relevant year to ensure the children are as ready for this as possible. A leaflet will be sent home prior to the start of teaching to let parents know the teaching is about to start. The teaching will be done in short bursts so the children are not overwhelmed. Throughout all lessons there will be the chance to ask question verbally as well as ones that are written down to be answered anonymously.

Monitoring, assessment, evaluation and reporting to parent

In the Foundation Stage, pupils are observed and assessed against the Early Years curriculum for Personal, Social and Emotional Development.

In Key Stage one and two, there are no statutory requirements for end of key stage teacher assessment within PSHE. The biological aspects will be assessed using the Science learning outcomes.

Teachers assess the pupils work in SRE by making informal judgements as they observe them during lessons. Peer and pupil assessments are also used. Assessment should be active and participatory, helping children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. This assessment should not be judgemental. Pupils' progress is reported to parents at parent open evenings and annual reports also contain comments on PSHE.

Continuous Professional Development and Training

Hoylandswaine Primary School is committed to providing professional development opportunities for its staff. Teachers delivering SRE can access individual support/mentoring from the PSHE Coordinator.

The use of External Support

For Hoylandswaine Primary School to benefit from external agencies contributions, it is important they complement the PSHE curriculum, rather than replace teacher input and comply with the schools policies and guidance on use of external agencies in PSHE. It is necessary to understand the pupils' needs and how the agency can specifically meet these needs.

School Nurse Drop in sessions

Team teaching can be incorporated as the teacher knows the dynamics and learning needs of the class, and the external agency, particularly school nurses, have the clinical expertise for providing essential knowledge, but also the opportunity for pupils to access individual help and support. Knowledge of the school nurse role and function can assist pupils during the transition from primary to secondary school, as they can be signposted to the school nurse service operating in the secondary sector.

Confidentiality

This policy conforms to Hoylandswaine Primary School's confidentiality policy.

Roles and Responsibilities.

The SRE Coordinator is responsible for ensuring all staff have the necessary skills, knowledge and resources to teach the children for whom they are responsible to the best of their abilities. The co-ordinator may conduct training opportunities or act as liaison with the school nurse.

Resources

The Subject Co-ordinator is responsible for the upkeep, and purchasing of central resources. PSHE is allocated an annual budget that is used to purchase any necessary equipment requested by class teachers.

Review

This policy will be monitored and evaluated by the Subject Co-ordinator in consultation with the head teacher, all staff, governors, pupils, parents and carers.

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